



## Utah Comprehensive Counseling and Guidance Guidance Activities Results Report (Large Group) 2007-2008

**School:** Murray High School

**Target Group:** MHS Struggling Learners

**Target Group selection is based upon:** Identifying struggling learners based upon attendance, failing grades, academic needs, mental health issues, referrals and recommendations

### ABSTRACT

Two years ago Murray School District announced the closure of Creekside High School, the alternative secondary school. This closure caused a great deal of concern regarding the services Murray High would provide not only to these displaced students but to all students. Under the direction of our District Prevention Coordinator, Deb Ashton, a model program was developed that addressed not only the needs of students previously served at Creekside, but also **any struggling learners** attending Murray High School. Our 2007-2008 large group data project outlines this model created for Struggling Learners and the process for referrals, interventions, placement, and follow-up.

### PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

#### Introduction (the Why)

- Methodical way of identifying and tracking student progress
- A macro-level data model of change for student support services
- To assist our students in being successful in school as defined through the four areas of the CCGP and our school Desired Results for Student Learning

#### Participants (the Who)

- Participants for this project include the Murray High School Counseling Department, which include Becky Anderson, Joan Anderson, Deb Ashton, Rob Couraud, Gordon Kener, Amy Knox, Wendy Pehrson, Steve Poulsen, Lillian Tsosie-Jensen, Kathy VanWyngaarden, and intern Holly Slade
- Struggling learners attending Murray High School

#### Method (the What, When and Where and How)

- A continual process of assessing the individual needs and linking them with appropriate and available services
- Project Start and End Dates: This is an ongoing process from year to year and from school to school. MHS will receive the information on incoming 10<sup>th</sup> graders from our two feeder junior high schools. Data is updated on a monthly basis and presented to the Board on a yearly basis
- Identification: Criteria includes poor attendance, academic skills, failing grades, behavior, interpersonal skills, family dynamics, health/medical issues, reading and math scores, standardized test scores, credit status, language barriers.
- Referral: A standard method of referral process for prevention and early intervention is utilized by teachers, counselors, administrators, social workers and parents
- Service Coordination: Each student is staffed individually at monthly meetings with the Prevention Coordinator, Administrators, Counselors, Social Worker, and School Success teacher. Evaluate progress for each student on the designated indicators and revise service pattern when needed.

- Service Options: Support classes (i.e. UBSCT Prep, English Fundamentals, Credit Recovery, GED Prep, Reading, ESL/ELL, School Success, Creekside Program), Social Work Interventions, Outreach Mentor, Student Support Team, SPED & 504 Services, and Community Referrals
- Curriculum and Materials: Remediation, GED prep, UBSCT prep, study skills, college test prep, reading fundamentals, *Techniques for Tough Times*, *Why Try*, *Prevention Dimensions*, *Skill Streaming*, group work curriculum
- Evaluation Methods: Student performance data, updated on a monthly basis, is used to identify progress (i.e. attendance, grades, testing).  
This data is reviewed during the Counseling Coordination meetings.
- Approximately 450 MHS students received services this year through the model

## RESULTS

The Tracking Sheet lists all students that have been referred and have received services. The form provides a baseline, where students started from (i.e. GPA, attendance, testing) and as additional information is added on a quarterly basis, we are able to identify trends, patterns (i.e. correlation of GPA with attendance). During our monthly meetings we discuss each student individually looking at the data and the progress being made and make recommendations for future services.

## DISCUSSION

Through the data we have been able to identify more students that may benefit from support services and at an earlier age. We have strengthened our internal system addressing the needs of our students k-12.

This section is the place to talk about implications – What does the data tell you? What can the students do with this now? It is also the place to talk about anecdotal information, successes, improvements, and future directions.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.  
Used and adapted with permission.



## Utah Comprehensive Counseling and Guidance Closing the Gap Results Report (Small Group) 2007-2008

**School:** Murray High School

**Target Group:** Seniors enrolled for the full year in a *Credit Recovery* class held during the regular school day at Murray High School

**Target Group selection is based upon:** A pool of 22 seniors deficient in credits towards graduation

### ABSTRACT

The small group data project is a sample pool of 22 seniors enrolled in the day credit recovery program for the 2007-2008 school year. The purpose of the project was to check whether these students took full advantage of the opportunity to remediate academic deficiencies through a day remediation (Credit Recovery) classroom program.

### PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

#### Introduction (the Why)

- Desired Result for Student Learning: To evaluate the success of a day remediation program offered to seniors deficient in core credits
- Intended Student Behavior: Seniors would remediate 9 quarter credits in core curriculum during the first three terms of the Credit Recovery class.

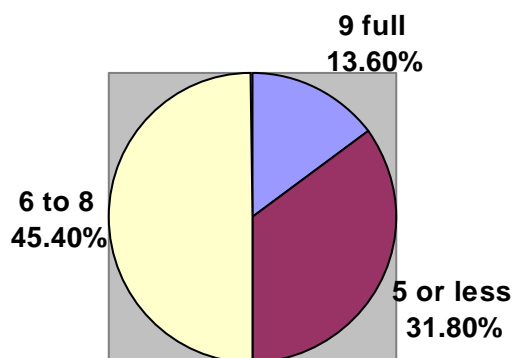
#### Participants (the Who)

- Number of Students Participating/Affected
- Target Group

#### Method (the What, When and Where and How)

- Guidance Activity(ies) or Intervention(s): Credit Recovery class (90 minutes)
- Project Start and End Dates: August 22, 2007 – March 20, 2008
- Evaluation Methods: Number of cored curriculum classes remediated
- Counselor(s): Becky Anderson, Gordon Kener, Amy Knox, Wendy Pehrson, Steve Poulsen, Lillian Tsosie-Jensen
- Curriculum and Materials Used: Reading materials, PLATO computer system, textbooks, and written assignments

### RESULTS



**What are the results of the project:** For data purposes, we tracked only the 22 seniors who were enrolled in the credit recovery class for the entire year. If a student took full advantage of the program, they were able to complete 9 quarter credits or make up credit.

- ✓ Only 3 students made full use of the time and program completing 9 quarter credits.
- ✓ The average classes completed equals 6.4, quarter unit classes.
- ✓ Seven students completed 5 classes or less was 31.8 %.

**Conclusion:** With 68.2% of the students completing at least 50% of credits design in the program, we believe the program to be effective.

## DISCUSSION

Because this was only the second year seniors could take a Credit Recovery class, we evaluated how productive students were during the day program. Overall, counselors felt the program was beneficial in helping seniors who may not have otherwise been able to complete their remediation. From the results, we have learned that counselors must be proactive in removing students who are not completing at least 1.0 credits of the 1.5 maximum available credit per semester.